Clinical Transition Practicum Packet
General Information
Policies and Procedures
Preceptor and Nursing Student Forms

Fall 2014
**Description**

The McLennan Community College Clinical Transition Practicum (CTP) experience assists students to effectively transition into the roles of provider of patient-centered care, member of the profession, member of the health care team, and patient safety advocate. The aim of the CTP is for the graduating student nurse to synthesize and apply acquired professional nursing knowledge, skills, ethics, and nursing jurisprudence in a clinical setting. The student works one-on-one with a clinically expert professional nurse to plan, implement, and evaluate patient care while demonstrating professional RN practice, at the novice level.

**Role Responsibilities**

**Faculty Liaison will:**

- Assume responsibility for the overall coordination of the student’s clinical experience by making initial contact with the clinical agency to obtain list of preceptors
- Ensure that preceptors meet qualifications outlined in Rule 215.10 of the Texas Nursing Practice Act.
- Provide orientation for preceptor and student regarding the roles and functions of the clinical experience and course completion requirements.
- Assure student compliance with program standards on immunization, screenings, and current CPR status.
- Provide written materials, including but not limited to, the CTP packet, course syllabus and clinical objectives to the clinical preceptor and student.
- Discuss student expectations, skills performance, student guidelines for performance of procedures, and methods of evaluation.
- Review and approve the student’s individually written learning objectives.
- Communicate and consult with the clinical preceptor and student in person, by telephone, or email.
- Meet with clinical preceptor and the student in order to monitor and evaluate the learning experience.
- Receive ongoing preceptor feedback about student performance and suggestions for improving the clinical practicum experience.
- Provide verbal feedback to preceptor regarding performance as a preceptor and facilitation of the clinical learning experience for the student.
- Provide the final evaluation of the student.
Receive all required student documents and student feedback about the clinical practicum experience.

**Clinical Preceptor will:**

- Participate in a preceptor orientation.
- Review the Texas Nursing Practice Act section 3.8.2.a. Education Guideline, Rule 215.10 (h) (3) for specific directives regarding nursing preceptorship. The nursing practice act is found online at [http://www.bon.state.tx.us](http://www.bon.state.tx.us).
- Read, sign, and return the Preceptor Acknowledgment Form to the faculty liaison.
- Review the completed student profile form prior to beginning practicum and plan student learning experiences and assignments to help the student meet professional and clinical goals on a weekly basis.
- Serve as a role model, practitioner, teacher, and mentor:
  - Provide patient care in accordance with established, evidence-based nursing practice standards.
  - Fulfill nursing duties according to hospital and unit policies and procedures.
  - Maintain mature and effective working relationships with other health care team members.
  - Use resources safely, effectively, and appropriately.
  - Demonstrate leadership skills in problem solving, decision making, priority setting, delegation of responsibility, and in being accountable.
- Contact the student anytime a scheduled student clinical day is cancelled or changed. Offer a shift reschedule date during that communication, if an alternate date is available.
- Orient the student to the clinical practice setting including identification of facility and unit specific policies and procedures.
- Facilitate the student's professional socialization into the new role.
- Take responsibility for the student during specified scheduled shifts and maintain responsibility for assigned patients at all times.
- Retain ultimate responsibility for care of the patients.
- Provide the student with ongoing constructive feedback that relates performance standards to student performance.
- Provide suggestions that will improve student performance to achieve course and clinical learning objectives.
- Communicate student progress to the faculty liaison frequently. Assist the faculty liaison with evaluation of the student’s performance progress, as needed.
- Immediately contact faculty liaison if assistance is needed or if any problem with student performance occurs.
- Complete an evaluation of the student on the **form provided in this packet** and return to CTP faculty in a sealed envelope (via student or faculty). Please include any “Pat on the Back” the student may have achieved during CTP.
Nursing Student will:

- Comply with health and other professional requirements of the nursing program and clinical facility, prior to beginning CTP.

- Establish a 120 hour clinical schedule with assigned clinical preceptor and submit per email attachment a completed schedule template (copy attached to packet) to faculty liaison, a minimum of 48 hours prior to the first clinical day.

- Update and submit an electronic copy of the schedule template if the preceptor schedule changes in any way, such as floating to another unit, being cancelled, exchanging shifts, or illness. Indicate the nature of the schedule change and provide the date the shift is rescheduled.

- **Prior to the initial meeting with assigned preceptor**, submit the (typed) completed student profile form to practicum faculty for review and feedback. Submit the form to the preceptor during the initial meeting to establish the 120 hour clinical schedule.

- Provide practicum faculty and the preceptor with a current, working phone number and MCC email address.

- Dress in a professional manner consistent with program policy and be clearly identified as a student each clinical day.

- Become familiar with and adhere to agency and unit specific policies and procedures and the Texas Nursing Practice Act, at all times.

- Reschedule a shift only in the case of illness or personal/family emergency and notify the preceptor and practicum faculty of the absence immediately. Reschedule the shift within 48 hours, and submit an updated schedule template immediately. A minimum 24 hour notice before beginning the “make-up” shift is required to receive credit for the shift.

- Prepare for each clinical experience to meet learning objectives and as **required** by the preceptor.

- Demonstrate self-direction and accountability by actively seeking learning experiences and being prepared to accomplish the learning objectives (as identified in the course syllabus and clinical evaluation tool) for the experience:

  - Respect the confidential nature of all information obtained during clinical experience.
  - Use evidenced based outcomes as the basis to develop knowledge, skills, and decision making in the defined area of nursing practice.
  - Use problem solving and critical thinking, within the context of the nursing process, to adapt scientific knowledge to the clinical practice area.
  - Develop time management and prioritization skills while incorporating cost-effective resources in providing care to multiple complex patients, whose health needs may be difficult to predict.
  - Maintain open and therapeutic communication with the preceptor, patients, families, and the interdisciplinary healthcare team.
  - Deliver care within the legal and ethical scope of professional nursing practice.
  - Develop collaborative professional relationships with patients, the preceptor, agency personnel, and other health care professionals.
Contact practicum faculty by telephone or email if faculty assistance is needed.
Complete a critical reflective self-evaluation at the end of CTP (Final Reflection).

Complete and submit all required documentation to practicum faculty after completion of CTP.

- CTP Checklist
- CTP Shift Documentation
- CTP Final Reflection
- CTP Evaluation of Preceptor

Complete course and practicum evaluation on Blackboard by 0900 12.8.2014.
Student and Preceptor Practice Policies

CTP will begin at 0700 on Tuesday, October 28, 2014 and end at 1900 on Tuesday, December 2, 2014 at 1900. CTP will be suspended for Thanksgiving beginning 1900 on Tuesday, November 25, 2014 and resumes at 0700 on Monday, December 1, 2014.

- When preceptor/student matches are announced, the student will make an appointment to meet with the preceptor at the agency, the college, or other agreed upon location. At this meeting a 120 hour clinical schedule will be established and the student will submit a copy of the completed Student Profile Form (attached to this packet) to the preceptor and assigned clinical faculty.

- The student will complete two to three 12 hour shifts or three to four 8 hour shifts per week to satisfy clinical course requirements. Student must contact practicum faculty if alternate planning is required. Student’s schedule will mirror the preceptor’s work schedule. For example, if the clinical preceptor reports 15 minutes prior to the beginning of the shift, the student will also need to report 15 minutes prior to the beginning of the shift. Students are not expected to stay beyond their scheduled shift. Once their work is complete, hand-off report is complete, and preceptor has been notified, the student may leave.

- Students will work the entire shift the preceptor works. If the preceptor leaves early for any reason, the student will leave the unit as well and must notify CTP faculty after leaving. (via blackboard e-mail or phone no later than 2 hours after leaving unit). Students will reschedule the missed hours in four, eight, or twelve hour increments only. Students will submit the rescheduled hours per updated template. Rescheduled hours must be submitted to faculty 24 hours prior to working the clinical shift to receive credit.

- Students may accompany the preceptor to alternate units to work the scheduled clinical shift, as the preceptor is assigned by the agency. The preceptor should provide a brief orientation to the unit and specialty area of patient care, if needed. Notify CTP faculty if floating to an alternate unit.

- Students will participate in all areas of patient care delivery including documentation, rounds, order verification, and all routes of medication delivery under the guidance or awareness of the clinical transition preceptor.

- Students will be prepared to answer the “why” questions posed by the preceptor. The preceptor will consistently stimulate critical thinking and strengthen the student’s ability to “think” like a nurse. The student is expected to demonstrate autonomy in prioritizing care, and making sound clinical judgments, and accurate decisions, about patient care.

- Students will skillfully manage a group of patients by completion of the practicum:
  o 3-5 patients on a medical-surgical unit
  o 1-2 patients in a specialty unit

- Students will have their CTP checklist (attached to this packet) signed by the preceptor at the end each clinical shift, and keep a record of all skills completed.

- Students will have a CTP shift documentation sheet (attached to this packet) signed by the preceptor at the end of each clinical shift.

- Students will have reference books (textbooks) available during the shift.

- Preceptors must be present when discharge instructions are offered to the patient and discharge instructions must be signed by the preceptor. The student will co-sign the discharge instructions if they provide the instruction.
- Preceptors **must be on the extension** if students call report to a unit. Students have been oriented and instructed in the use of the “I-SBAR-R” method for report and will adhere to this method.
- Students **may not** go to the helicopter pad with the preceptor, as this requires safety in-service training.
- Students **are not allowed to perform** Accu-checks or **draw** peripheral ABG’s. These skills are not critical skills of the ADN program and students have not received the specific training or competency evaluation required by Hillcrest, Providence, and/or regulating agencies.
- Preceptors will co-sign health care provider orders transcribed by the student.
- Preceptors **must be present** when students receive verbal orders from the health care provider, and the preceptor will provide a co-signature when orders are written by students.
- Students are expected to actively participate in all unit responsibilities such as answering lights, assisting other staff, and distributing trays.

**Medication Administration**

Initially, close supervision during medication administration is required until the preceptor assesses student competence and identifies progression in student performance.

- Students will participate in order verification and administer all routes of medication while under the guidance and awareness of the preceptor.
- The preceptor will determine student knowledge of the medications prior to administration. Deficiencies will be reported to the CTP faculty within 24 hours.
- The preceptor will monitor students administering medication through central and PICC lines. It is recommended that the preceptor monitor administration of IV medications through peripheral lines, initially.
- The preceptor must obtain narcotics from the Omnicell, Pyxis, or narcotic box in NICU.
- The student may titrate medications **only in the presence** of the preceptor.
- The student **may not** be a primary verifier or witness to blood administration.
- The student must observe the 6 rights of medication administration: right patient, medication, dose, route, time, and documentation. The student must correctly identify the patient using at least two forms of identification, prior to administration of any medications.
- The student must have the MAR or copy of the order sheet when preparing and administering medications.

**Skill Performance**

Students have acquired a skill set through campus lab and clinical performance evaluation. They will demonstrate competence in these skill performances and are expected to take advantage of the opportunity to complete all skills in the clinical setting. Preceptors **should immediately recommend** the student for further lab skills practice when inefficient performance is identified. The preceptor should notify practicum faculty of the recommendation for further practice and evaluation.

Students have accomplished demonstrated competency in:

- Universal Criteria
- Medical Asepsis: Hand washing
- Temperature, Pulse, Respirations, Blood Pressure
- Neurological Signs
- Intake/Output
Breath Sounds, Bowel Sounds
- Bathing, Bed Making
- Insertion of Nasogastric Tube, Removal of Nasogastric tube, Tube Feeding
- Oral Medication, Hanging IV Bag, Mixing Medications, Intramuscular Injections, IV Piggyback, IV Push
- Surgical Asepsis: Sterile Field, Sterile Gloves
- Nasopharyngeal Suctioning
- Insulin Injection
- Venipuncture
- Heplock/Intermittent Infusion Device
- Catheterization
- Basic Cardiac Rhythm Strip Interpretation
- Removal of Sutures/Staples
- Central Line Dressing Change, Central Line Tubing Change, Caring for patients with Total Parenteral Nutrition
- Care of Patients with Chest Tubes, Tracheostomy Suctioning, Double Cannula Tracheostomy Cleaning
- Caring for Patients receiving Blood Transfusions
- Colostomy Care, Wound

**Safety, Errors, or Weaknesses in Clinical Practice**

The preceptor will contact the CTP faculty immediately if unsafe practice issues are identified. In addition, the preceptor will notify the CTP Faculty if the student demonstrates unprofessional behaviors or breaches established program or agency policies or the Texas Nursing Practice Act. Practicum faculty will assist the preceptor in documenting the incident(s). Examples include:

- Student disregard of facility or departmental policy
- Violation of policy from any accrediting agency
- Violations of the Texas Nursing Practice Act (NPA)
- Student performing functions outside the scope of practice
- Violations of HIPPA regulations or patient confidentiality (this includes a student giving out any medical advice by phone)
- Students who are unprepared to provide nursing care according to the NPA
- Refusal or denial of the opportunity to complete nursing care and skills will be noted as unwillingness and/or unpreparedness
- Student medication errors:
  - If an error occurs that results in an untoward patient reaction, please **IMMEDIATELY** notify the CTP faculty on call.
  - If a medication error occurs and there is no untoward reaction, student and preceptor will notify the CTP faculty within 8 hours.
  - Assure all necessary documentation of medication error is completed.
A Pat on the Back
For Exceptional Performance

Student _____________________ Date ________________

Explain the situation/result in which there was outstanding performance

Preceptor: _____________________ Date _____________________
Student: _____________________ Date _____________________
CTP Student Profile

This form must be completed as word document and reviewed by your assigned practicum faculty prior to the initial meeting with your preceptor. Once approved by your assigned practicum faculty, the form must be delivered to your preceptor to your first (orientation) shift. This information will enable your preceptor to be familiar with your baseline knowledge, learning style, and to personalize your learning activities.

Demographic Information:
Name: \hspace{1cm} Start Date:

Contact Phone Number:

Learning Style Assessment:

1. Understanding that learning occurs in cognitive, affective, and kinesthetic domains, rank the following learning strategies for your preceptor (1-4 with 1 being the best strategy for your learning style):

   ____ I observe someone else  ____ I read the information first  
   ____ I listen to the explanation first  ____ I try it myself; ask for help as needed

2. My strengths are:

3. My weaknesses are:

4. I like feedback on my performance:

   ____ Daily  ____ Weekly  ____ Other (Explain)

   ____ Verbally  ____ In Writing

5. The most important thing for the preceptor to know about me is:

6. Specific learning objectives for this experience are:
(List 6; use the CET to match objectives to the goals developed for the CTP application; exclude skills)

Signature: ________________________________

10
**CTP Checklist**

(Please Note: if the experience opportunity is not available on assigned unit or shift, discuss alternative plans to achieve this experience with practicum faculty.)

Preceptor: ___________________________  Student: ___________________________  Clinical Location: ___________________________

| Clinical Experiences | Date Accomplished
<table>
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<tbody>
<tr>
<td>Patient admission process</td>
<td>Preceptor/Student Initial</td>
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<tr>
<td>Patient discharge process (from agency, specialty care unit, urgent care, etc.)</td>
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<tr>
<td>Initiate Plan of Care with preceptor</td>
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<td>Update Plan of Care with preceptor</td>
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<tr>
<td>Observe and participate in transcribing physician orders</td>
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<td>Document patient education</td>
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<tr>
<td>Prepare a patient for surgery or other procedure</td>
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<td>Participate in the process of informed consent for surgery or other procedures</td>
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<td>Care for post-operative or post-procedure patient</td>
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**Shift One:**
- Student orientation to unit, facility and unit specific policies and procedures
- Preceptor’s initial evaluation of student nursing knowledge, skills, and clinical abilities
  - A. Shadow Preceptor
  - B. Ensure all access codes work
  - C. Assist preceptor with patient care, as needed for evaluation

**Shift Two:** Manage nursing care for a group of 2 patients on a medical-surgical unit or 1 patient in a specialty unit

**Shift Four:** Manage nursing care for a group of 3-4 patients on a medical-surgical unit or 2 patients in a specialty unit

**Remaining Shifts:** Manage nursing care progressing to a group of 4-5 patients on a medical-surgical unit or 2 patients in a specialty unit

Observe social work or case management activities (must be scheduled according to hospital policy)

Participate in Quality Improvement Activities (located in packet).

Call Provider of Care using “I-SBAR-R” method

Give Hand-off (Shift) Report using the “I-SBAR-R” method

**Observation:**
- A. Blood Administration
- B. Titrate medications, note outcomes
- C. Any unusual event

List all skills performed:
Quality Improvement Assignment

Please submit this assignment as a word document.

1. What are the core measures that are monitored on this unit?

2. Who collects the data?

3. Where is the data analyzed?

4. How are results shared with all providers of patient care (RN, LVN, CNA, and physician)?

5. What are the consequences if the core measures are not at acceptable level?

6. Monitor a chart using hospital criteria for a patient that has diagnosis that Joint Commission and Medicare have identified as a core measure. Submit results with no identifying patient information.

7. Attend nursing Huddle on unit and if possible the Hospital Administration Huddle or QI meeting this is great information and opportunity to see the process in action. Please describe this experience in a word document.
CTP SHIFT DOCUMENTATION

Preceptor: ___________________________ Student: ___________________________ Clinical Location: ___________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLINICAL HOURS</th>
<th>PRECEPTOR INITIALS</th>
<th>STUDENT INITIALS</th>
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Total Hours

I verify that ___________________________ has completed the above clinical transition experience hours, under my supervision.

NURSE PRECEPTOR SIGNATURE: ___________________________

_____________________________ DATE: ___________________________
**CTP Final Reflection**

The final reflection is for your permanent file and is part of your clinical evaluation.

This document must be typed and submitted for the exit advising session with your advisor.

Reflect upon the initial self-evaluation you completed in preparation for CTP, a weekly log is helpful to review your progress with your preceptor, during formative evaluation sessions. Assimilate your weekly logs to compose the final reflection. Use as many pages as necessary to complete the final reflection, which should demonstrate your progression toward and readiness for professional nursing practice.

1. What did you gain from the CTP experience as a:
   Provider of Patient Centered Care:
   Patient Safety Advocate:
   Member of a Profession:
   Member of the Healthcare Team:

2. How did the practicum facilitate your transition into a professional role?

3. List examples of how you excelled in clinical competence (be very specific):
   Provider of Patient Centered Care:
   Patient Safety Advocate:
   Member of a Profession:
   Member of the Healthcare Team:

4. Identify ways you can improve toward clinical competence as a (be very specific):
   Provider of Patient Centered Care:
   Patient Safety Advocate:
   Member of a Profession:
   Member of the Healthcare Team:
## McLennan Community College Clinical Transition Practicum Evaluation of Student

**Preceptor:** ________________________  
**Student:** ________________________  

**Clinical Location:** ____________________________  
**Semester/Date:** _________________

Rate the student on the following items. In the event of a score of 1 or 2, please give a brief example of the problem, behavior or attitude in the comment section.

4 SA = strongly agree 3 A = agree 2 = D disagree 1 = strongly disagree

<table>
<thead>
<tr>
<th>The student:</th>
<th>4 (SA)</th>
<th>3 (A)</th>
<th>2 (D)</th>
<th>1 (SD)</th>
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<tr>
<td>Is punctual and demonstrates a professional appearance</td>
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<td>States goals and objectives prior to beginning each shift</td>
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<td>Utilizes the nursing process when providing care</td>
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<td>Identifies health needs and problems when formulating nursing diagnosis</td>
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<td>Recognizes priority care problems</td>
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<td>Prioritizes care accurately, after sharing findings with preceptor</td>
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<td>Demonstrates initiative in performing patient care</td>
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<td>Accurately interprets the meaning of lab values</td>
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<td>Demonstrates skill and knowledge when administering non-parenteral meds</td>
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<td>Demonstrates skill and knowledge when administering parenteral meds</td>
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<td>Consistently demonstrates competent critical thinking skills</td>
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<td>Manages a group of 2-5 patients</td>
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<td>Communicates effectively with all health care team members</td>
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<td>Accepts and profits from constructive criticism</td>
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<td>Displays empathy and use of therapeutic communication with patients</td>
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<td>Adheres to the Texas Nursing Practice Act</td>
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<td>Adheres to facility policy/procedures and regulatory agencies</td>
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<td>Readily seeks scientific rationales from reference materials (textbooks)</td>
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<tr>
<td>Uses assertive behaviors to seek learning opportunities and experiences</td>
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**Comments:** Please use back of sheet if needed. Thanks

1. What do you see as the student’s greatest opportunities for growth?

2. Was there anything that would have made this experience more meaningful for you or the student?
CTP Evaluation of Preceptor

Rate the preceptor on the following items using these ratings:
4 = strongly agree 3 = agree 2 = disagree 1 = strongly disagree

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<th>The preceptor:</th>
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<tbody>
<tr>
<td>Oriented student to clinical area</td>
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<td>Discussed clinical learning objectives</td>
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<td>Incorporated experiences related to accomplishing your learning objectives</td>
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<td>Provide examples</td>
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<td>Helped you to identify additional learning goals</td>
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<td>Encouraged you to become part of the team</td>
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<td>Consistently discussed patient care process with you</td>
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<td>Encouraged you to participate as a professional</td>
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<td>Encouraged you to think independently</td>
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<td>Implemented teaching strategies that stimulated critical thinking</td>
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<td>Provide examples</td>
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<tr>
<td>Encouraged you to ask questions</td>
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<td>Provided consistent performance evaluation</td>
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<td>Provided constructive suggestions for performance improvement and professional growth</td>
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<td>Helped you to learn time management in the provision of nursing care</td>
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<td>Helped you to learn prioritization of patient healthcare needs</td>
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<td>Served as a positive role model</td>
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<td>You would recommend this preceptor to future students</td>
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In the event of a score of 1 or 2, please give a brief example (of the problem, behavior, or attitude):
Preceptor Acknowledgement Form

I have received and read the clinical transition packet and understand the responsibilities of the faculty liaison, student, and preceptor, and the policies of the McLennan Community College clinical transition practicum (CTP). I will ensure that the policies are followed and will seek clarification from the faculty liaison as needed.

Please initial each item and sign below if you agree to each statement.

1. I understand how to access the CTP packet of guidelines, policies and procedures, and forms.
2. I understand the preceptor and student roles for the CTP.
3. I understand the individual objectives given to me by my assigned student and will assist in completion of those objectives.
4. I understand how to contact the MCC faculty liaison for CTP, as well as the student assigned to me.
5. I will contact the faculty liaison with questions or further explanations regarding CTP policies.
6. I will contact the faculty liaison with concerns regarding student performance during CTP.
7. I will sign student CTP Shift Documentation sheet at the end of each shift.
8. I will complete the CTP checklist as the student completes the experiences.
9. I will complete and return the CTP Evaluation of student in a sealed envelope (to student or faculty liaison), at the conclusion of the CTP.

Name: ____________________________ Date: ____________________